

## ELA.07.SR.1.10.051 C1 T10

Sample Item ID:	<b>ELA.07.SR.1.10.051</b>
Grade/Model:	<b>7/1a</b>
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(s):	10. WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, inset text)
Secondary Target(s):	n/a
Standard(s):	RI-4; L-4, L-5b, L-5c, L-6
DOK:	1
Difficulty:	Easy
Item Type:	Selected Response
Score Points:	1
Key:	B
Stimulus/Passage(s):	"What is Mold?"
Stimulus/Text Complexity:	The quantitative measures suggest that grade 9 would be the lowest grade for this passage; the qualitative measures, however, suggest that a lower grade is appropriate. The ideas that may be unfamiliar are clearly explained, and the ideas embedded are fairly concrete. <b>Based on these sets of measures, this passage is recommended for assessment at grade 7.</b> Please see text complexity worksheet attached.
Acknowledgement(s):	<a href="http://www.epa.gov/students/pdf/holdthemold.pdf">http://www.epa.gov/students/pdf/holdthemold.pdf</a>
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	In order to respond to the prompt, students must identify the meaning of a word based on the given root and the passage.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read grade-level text and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually and physically impaired students.

*Stimulus Text:*

Read the passage and answer the question that follows.

### What is Mold?

Mold is the common name for many kinds of tiny organisms called fungi. There are thousands of types of molds that can be found indoors and outdoors. Different molds will grow in

colonies, living on dead organisms such as decaying plants and animals, as well as non-living materials such as wood, brick, stone, food, fabric and books. Some molds even thrive on living organisms as parasites! Molds play an important part of the natural decaying process of living organisms in the natural world. However, they may present a health risk in indoor environments. Molds need moisture to thrive and usually grow and reproduce spores in damp or moist places. Light and temperature also impact mold growth in different locations such as showers, kitchens, damp basements and around windows. Mold travels by releasing spores into the air. Spores are reproductive structures that allow organisms such as fungi to spread and survive in almost any environment. Mold spores float through the air, landing on and interacting with thousands of living organisms and non-living objects.

*What are the health impacts of mold?*

Spores from mold growth, while natural, can also pose health risks. Some people, with or without allergies, are very sensitive to mold or may become sensitive to mold from single or repeated exposure. Molds, mold spores and pieces of mold may impact a person's health by causing minor irritations such as a runny nose or itchy, watery eyes to major health concerns such as difficulty breathing, asthma attacks, infections, fever and major skin irritations. The best way to reduce and prevent mold growth is to control moisture. To reduce mold growth in homes, schools and other buildings, it is important to keep humidity levels low, between 30-60%. To reduce excess moisture that mold needs to grow, it's also important to repair leaks, completely clean and remove any existing mold growth, **ventilate** bathrooms, kitchens and basements that are more prone to damp conditions and use a dehumidifier to remove moisture from the air if necessary. Outside, molds may grow in damp, shaded areas with lots of leaves or compost. People who are sensitive to molds should be careful to avoid such places and areas prone to lots of mold growth.

When cleaning and removing mold at home or in school, use soap and hot water and always wear gloves, and a breathing mask, if necessary.

*Item Stem:*

The word ventilate comes from a Latin word that means “wind.”

Based on this root and the text, what is the meaning of “ventilate”?

*Options:*

- A. to clean air
- B. to bring air in
- C. to push warm air out
- D. to add moisture to air

*Distractor Analysis:*

- A. Incorrect: While the word “ventilate” relates to the root for “wind,” it does not mean “to clean air.” Cleaning air does make sense in the context of the passage.
- B. Correct: Based on the Latin root for “wind” and the passage, it is clear that “ventilate” means “to bring air in.”
- C. Incorrect: While the word “ventilate” relates to the root for “wind,” it does not mean “to push warm air out.” The passage is about moisture in the air, not air temperature.
- D. Incorrect: While the word “ventilate” relates to the root for “wind,” it does not mean “to add moisture to air.” The passage makes it clear that it is important to reduce moisture.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
What is Mold?	EPA	An explanation of what mold is and the cautions to take around it



### Recommended Placement for Assessment: Grade 7

The quantitative measures suggest that grade 9 would be the lowest grade for this passage; the qualitative measures, however, suggest that a lower grade is appropriate. The ideas that may be unfamiliar are clearly explained, and the ideas embedded are fairly concrete. **Based on these sets of measures, this passage is recommended for assessment at grade 7.**

Qualitative Measures	Quantitative Measures
<p><b>Meaning/Purpose:</b> <u>Moderately complex:</u> No explicit connection made between the two major sections of the passage, but fairly easy to identify based upon the context.</p> <p><b>Text Structure:</b> <u>Moderately complex:</u> Ideas are grouped into two major topic areas, with headings. There are some sidenotes or brief tangents that the reader must follow.</p> <p><b>Language Features:</b> <u>Moderately complex:</u> The language and sentence structure are fairly clear, though some vocabulary will be more challenging (irritations, excess, ventilations). There is sufficient context for these above-grade terms. The tone is conversational.</p> <p><b>Knowledge Demands:</b> <u>Moderately complex:</u> There is quite a bit of science content knowledge in here, but it's largely explained and clear.</p>	<p><b>Common Core State Standards Appendix A Complexity Band Level</b> (if applicable):</p> <p><b>Lexile or Other Quantitative Measure of the Text:</b></p> <p>Lexile: 1360L; above grade level Flesch-Kincaid: 9.6 Word Count: 386</p> <p style="background-color: #0070C0; color: white; padding: 2px;"><b>Considerations for Passage Selection</b></p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p><b>Potential Challenges a Text May Pose:</b></p> <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Sentence and text structures</li> <li>• Archaic language, slang, idioms, or other language challenges</li> <li>• Background knowledge</li> <li>• Bias and sensitivity issues</li> <li>• Word count</li> </ul>

Adapted from the 2012 ELA SCASS work